BIAS FREE SOCIAL STUDIES MATERIAL

Manitoba
Education
Multiculture
Educational
Resource Centre

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BIAS FREE
SOCIAL STUDIES MATERIAL

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INTRODUCTION

The purpose of this bibliography is to present to educators a critical analysis of the social studies materials within the Multiculture Educational Resource Centre (MERC) collection. The resources listed may be utilized by teachers in Manitoba to support social studies programs in schools. In order to facilitate this use, approximate grade levels are included with each book.

The criteria used in analysing these materials were as follows: 1) authority of author, 2) reliability of text, 3) scope of book, 4) purpose of book, 5) readability of text, 6) format of book, 7) special features (if any), and 8) bias. The first seven criteria are largely self-explanatory and serve as the traditional criteria for the analysis of almost any literary work. However, the eighth criterion, that of bias, is an extremely important, yet often overlooked, factor when examining children's materials. In this bibliography, bias refers specifically to racism and ethnic bias.

Bias in children's materials may appear in many different forms and one should be aware of the variations. Bias may occur, for instance with the choice of language used, the charactertization, the plot, or the illustrations. It may be subtle or readily apparent. Whatever its form, biased materials can have negative effects on children and as such are an educational issue. The section entitled PROFESSIONAL READING in this bibliography provides background information on the subject.

Each book is this bibliography has been analysed according to the above-mentioned criteria. Strengths and weaknesses are identified and when possible, suggestions for dealing with flaws are included. Owing to time constraints, the audio-visual material was not subjected to such an analysis and, as a result, annotations for these resources are descriptive rather than critical. It is hoped that by providing this bibliography of social studies materials, educators, students, and the community will be able to utilize more effectively the resources in MERC.

1. William Katz, Collection Development: The Selection of Materials for Libraries. (New York: Holt, Rinehart and Winston, 1980), p. 91.

How to Acquire Resources Listed

The materials listed in this bibliography are on display in the Multiculture Educational Resource Centre, and duplicate copies are available for loan in the Manitoba Education Library.

For further information please telephone 945-4015 or 1-800-282-8069, ext. 4015 toll free outside of Winnipeg.

Multiculture Educational Resource Centre
Box 7, Main Floor
1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

CULTURE AND TRADITION

900
B47t

Berry, L. and Ford, R. People, Places and Change. New York: Holt, Rinehart and Winston, 1981. Teacher's Annotated Edition

Gr. 5 - 6

Quite a bit of effort has been expended in updating this text (from the 1976 edition) and the result is a satisfactory and factual account. The charts, maps and pictures now bear relevance to today's students. The text is mainly factual and divides into units for the teacher. If the student's text were updated as well, (Books in Print lists this as being available), the two would make a useful classroom tool. Teacher's and student's workbook available with the same call number.

641.3
B57

Birch, Beverly. Food From Many Lands. London: Macdonald Educational, 1984.

Gr. 4 - 5

Taking such issues as the world food shortage into consideration, this book succeeds in educating young readers about foods around the world. The growing and preparation of food around the world is examined and the issue of hunger in the world is addressed. A glossary and bibliography are included.

728
C37

Carter, Katherine. Houses. Chicago: Children's Press 1982.

Gr. 2 - 3

This is an excellent and informative book for new readers. The print is large and enhanced by colorful and recent photographs of homes throughout the world. The storyline is divided into homes of hot and cold climates, homes in the city and on the farm, houses in the past and houses of today. The glossary at the end of the book is descriptive and includes pronunciation.

728
D84

Duly, Colin. The Houses of Mankind. London: Thames and Hudson, 1979.

Gr. 7 - 12

Overall, this is an excellent book. The illustrations are color photographs that are recent and unbiased. The story line is factual and well written with an excellent vocabulary. The coverage of the subject matter is scholarly and in no way patronizing or generalized. This book will encourage an appreciation of and interest in the cultural habitats of other peoples.

910.2
W37

Warrender, Tyler A. The Instant Answer Book of of Countries. London: Usborne, 1978.

Gr. 5 - 7

Serving as a quick reference tool for students , this book has merit. Quite a bit of information is crowded into each page but the information is very organized. The book's format consists of questions which appear on the page in bold print (eg. "Which country grows the most tobacco?", "Which are the hottest countries?"). Each question is answered in short, factual responses usually accompanied by colorful drawings. The book is interesting and informative but in some places dated - Iran is listed as still having an emperor.

In Series

960
C53

Clark, James. Africa: South of the Sahara.
New York: McDougal, Littell and Co., 1982.
(Peoples and Cultures series)

Gr. 10 - 12

This is an excellent tool for teaching the history and culture of Africa. Because of its length (only 140 pages) and concise style, the book does not go into great detail but effectively covers the areas of importance: anthropological history, African history up to the present, modern Africa (including an excellent section on South Africa), and Africa's future. The main advantage of the book is that it is realistic and honest. The text is well written and illustrated by modern photographs of Africa and African art. This is an important book for those who wish to learn about Africa.

Other titles in this series by the same author:

China. (1982) 951 C53

India. (1983) 954 C53

Japan. (1983) 952 C53

Mediterranean Rim. (1982) 956 C53

Southeast Asia. (1983) 959 C53

Soviet Union. (1983) 947 C53

Features common to this series include: historical and cultural examination, beautiful illustrations and a student's guide complete with summaries and key questions at the end of each text.

910 C82 — Cuban, Larry (ed.) Soviet Union. Glenview, Illinois: Scott, Foresman, 1975. (People of the World series)

Gr. 8 - 12

This book is arranged so that the student may learn all aspects of soviet life. The reading is interesting because units are often introduced and followed by abridged selections of descriptive material written by various authors who specialize in the field. The book is illustrated with photographs and drawings. "Capitalism" and "Communism" are described and defined from a soviet worker's point of view and the book outlines the history of the revolution and its effects on soviet life . Unfortunately, the book is dated and does not cover soviet history after Brezhnev. Another glaring omission is the lack of information on the Cold War and the soviet perspective with regards to the arms race.

Other titles in this series:

India. 1975 (910 C82 v2)

France. 1975 (910 C82 v1)

The above books follow the same format as described with regards to the Soviet Union . These books also suffer from being quite out of date.

915.95 E43 — Elder, Bruce. Take a Trip to Malaysia. London: Watts, 1985. (Take a Trip series to)

Gr. 3 - 4

This book gives a very quick account of the country of Malaysia. The narrative deals with such topics as geography, ethnic diversity, exports, food and religion. Each one of these topics is covered briefly and accompanied by recent photographs. No mention is made of the history of this country which is rather odd. A fact page occurs on the very first page, which is useful for beginner readers. Other titles in this series:

Take a Trip to Denmark. 1984 (914.89 L94)

Take a Trip to Indonesia. 1985 (915.98 L94)

Take a Trip to Norway. 1984 (914.81 L94)

Take a Trip to Pakistan. 1984 (915.491 L94)

Take a Trip to Singapore. 1985 (915.957 E43)

Features common to these books are the large type, colorful photographs, fact page and index. The books are all thirty to thirty-two pages in length, perfect for young readers.

914.1
F33

Fairclough, Chris. We Live in Britain. East Sussex: Wayland, 1982.
(Living Here series)

Gr. 6 - 7

This book attempts to describe life in Britain through the use of twenty-eight profiles of people living in Britain. Each individual speaks in first person and the result is an interesting account of the British habits and culture. The book is enhanced by recent photographs, a fact page and a glossary. The book realistically covers life in England by providing an account from an unemployed teen-ager, a moslem shop owner and the like. This is very informative reading.

914.1
M65

Moon, Bernice and Cliff. Britain is my Country. East Sussex: Wayland, 1984.
(My Country series)

Gr. 3 - 4

Based on the original text and photographs of Chris Fairclough (see above), Bernice and Cliff Moon have simplified the text in order to appeal to a younger reading audience. Besides the simplification of text and vocabulary, the type has been enlarged and formatted to accompany the photographs in the book. The same twenty-eight personalities are covered as above. The fact page is included but the glossary is omitted, probably because of the simplified text.

Other titles in these two series:

We Live in Argentina.
1984 (918.2 H82b)

We Live in Australia.
1982 (919.4 E45)

Australia is my Country.
1984 (919.4 M64)

We Live in Canada.
1984 (917.1 B75)

We Live in China.
1981 (915.1 W40)

China is my Country.
1983 (915.1 M65)

Denmark is my Country.
1984 (914.89 M65)

We Live in the European U.S.S.R.
1984 (914.7 R93)

We Live in France.
1981 (914.4 T64)

We Live in Greece.
1984 (914.95 E45b)

We Live in India.
1981 (915.4 S25)

India is my Country.
1983 (915.4 M65)

We Live in Israel.
1981 (915.69 L49)

Israel is my Country.
1983 (915.694 M65)

We Live in Italy.
1982 (914.5 D49)

We Live in Japan.
1984 (915.2 K39b)

We Live in Kenya.
1983 (916.762 K43b)

We Live in Mexico.
1984 (917.2 S64)

We Live in New Zealand.
1982 (919.31 B34)

We Live in the U.S.A.
1981 (917.3 H45)

We Live in West Germany.
1984 (914.3 S73b)

It is important to note that the We Live in ... books are for older readers (Grades 6 - 7), and the ... is my Country books are simplified versions for younger readers (Grades 3 - 4).

983 H55 Hintz, Martin. Chile. Chicago, Children's Press, 1985.
(Enchantment of the World series)

High School

This book outlines the history, culture and traditions of Chile. The book itself is beautifully bound and comes complete with colorful maps and photographs. At the back of the book one can find summations of basic facts regarding Chile's geography, culture, cities, economy and industry. The narrative is interesting and descriptive. The political history of Chile is covered including the agrarian reforms of Allende and the dictatorship of Pinochet.

Other titles in this series:

Hong Kong. 1985 (951.25 S74)

Ireland. 1984 (941.7 F73)

Morocco. 1985 (964 H55)

The Philippines. 1984 (959.9 L46)

Scotland. 1985 (941.1 S98)

Yugoslavia. 1984 (949.7 G74)

Features common to this series are the excellent maps, fact pages, and beautiful binding. These books are well written and are excellent learning tools.

914.15 Jacobsen, P.O. and Kristensen, P.S. A Family in Ireland.
J32 East Sussex: Wayland, 1984.

Gr. 4

This book gives a brief and yet vivid look into the life of an Irish family. The storyline is accentuated with recent photographs of the country, family and home in Ireland. There is a glossary at the end as well as a factpage highlighting important facts about Ireland. The book is informative and interesting.

Other titles in this series by the same authors:

A Family in Australia. 1984 (919.4 G85)

A Family in France. 1984 (914.4 J32b)

A Family in Holland. 1984 (914.92 J32)

A Family in Hong Kong. 1985 (915.125 J32)

A Family in Iceland. 1985 (949.1205 J32)

A Family in India. 1984 (915.4 J32)

A Family in Japan. 1984 (915.2 J32)

A Family in Mexico. 1984 (917.2 J32)

A Family in the Persian Gulf. 1985 (915.365 J32)

A Family in Switzerland. 1985 (914.94 J32)

A Family in Thailand. 1985 (915.93 J32)

A Family in the U.S.S.R. 1985 (947.0853 J32)

A Family in West Africa. 1985 (916.63 J32)

Features common to these books are the colorful photographs, factpage, glossary and index at the back of the book.

941.5 Meyer, K. A. Ireland: Land of Mist and Magic.
M49 Minneapolis: Dillon Press, 1983.

Gr. 5 - 6

This book outlines the history and culture of Ireland. It also traces Irish emigration to the United States and lists the accomplishments of famous Irishmen and Irish Americans. The level of writing of this book is surprisingly low considering the intended audience. Also unfortunate are the numerous generalizations made in the book for example (p.67) "The Irish believe that on January 1 the first foot inside the house brings the kind of luck a person will have all year.". Still the book is good because it contains many Irish fables and legends. Recommended, but with caution as to the generalizations.

Other titles in this series:

China. 1983 (951 F54)

Italy. 1983 (945 D53)

Japan. 1983 (952 D39)

Korea. 1983 (951.9 F37)

Poland. 1984 (943.8 P44)

Sweden. 1983 (948.5 O47)

Zimbabwe. 1986 (968.91 S73)

The above books are recomended but almost all are written down to the student. The tone is rather chatty and this somewhat detracts form the educational value of the books. Nonetheless, they do contain some useful information and are formatted beautifully so as to encourage reading. Special consideration should be paid to the book entitled Zimbabwe. This book should be handled with care as it was felt that it contained examples of subtle bias.

943. Morey, George. West Germany. London: Macdonald
087 Educational, 1974.
M67

Gr. 7 - 8

As a quick reference tool, this book meets its objective. Covering all aspects of modern German life, this book also manages to touch on German history, culture, industry and geography. The book is enhanced with excellent photos and artwork.

Other books in this series:

Australia. 1977 (994.06 C67)

Belgium and Luxembourg. 1976 (949.3 M67)

Canada. 1975 (962.05 V65)

The Caribbean. 1980 (972.9052 C34)

China. 1974 (951.05 H34)

Egypt. 1975 (962.05 V65)

France. 1973 (944.083 L53)

Greece. 1974 (949.507 A57)

India. 1975 (954.05 T34)

Israel. 1977 (956.94 Z63)

Netherlands. 1976 (949.207 H83)

Scandinavia. 1979 (948 O77)

Soviet Union. 1975 (947.085 M67)

Spain. 1974 (946.082 I75)

United States of America. 1974 (973 B41)

These books are all written in a factual style. The pages are adorned with charts, maps and recent photographs. Almost all contain a section on the "character" of the people who inhabit the country and this may be viewed as useless generalizations. The books are very valuable though, because of the historical and cultural information they contain.

915.
491
S23

Scarsbrook, Alisa and Alan. A Family in Pakistan. Minneapolis: Lerner, 1985.

Gr.3

This book is a pictorial account of life in modern day Pakistan from the point of view of a young boy. The illustrations are in the form of photos that are up to date. The storyline is simple and accompanies the pictures. A map of Pakistan is followed by a global map showing Pakistan in relation to the rest of the world. The war between Pakistan and Bangladesh in 1971 is mentioned only briefly and political reasons ignored.
Recommended for use by children in the school system.

Other titles in this series:

An Arab Family. 1985 (915.353 D88)

A Family in Nigeria. 1985 (919.69 B37)

A Family in Sri Lanka. 1985 (915.49 B45)

A Family in Jamaica. 1985
(917.292 H82)

These books are formatted similarly weaving geographical and cultural information together. All include a fact page respecting the country in question as well as a map at the end that outlines the particular country in a global context.

Books and Audio-visual Material

AFRICA

K
916.7
A37

Africa: Learning About the Continent. Chicago, Ill.: Society for Visual Education, Inc., 1978.
4 filmstrips, 4 cassettes, 1 teacher's guide.

Gr. 6 - 8

Discusses the people, geography and economic resources of sub-Saharan Africa.

960.3
D39

Davidson, Basil. Africa in Modern History. Harmondsworth, Middlesex: Penquin, 1978.

Gr. 12, adult

This book serves as an excellent sourcebook of the history of modern Africa. By tracing the development of African political ideas and practices the author outlines the periods of colonialism, imperialism and the drive to nationhood within Africa. Highly recommended as background reading on the political history of Africa.

896.
0712
G85

Gunner, Elizabeth. A Handbook for Teaching African Literature. Exeter, New Hampshire: Heinemann, 1984.

Gr. 7 - 12

This book is divided into three sections. The first section presents six selected texts for classroom use. Each of these six units includes instructions as to the level of use and scope of the text, the setting, ideas for classroom use and teaching aids. The second section outlines and explains nine different themes from African literature: relationships, education, the land, harmony, change, experiences of migrant workers, difficulties of urban life, violence and religious and spiritual values. The third section outlines various audio-visual resources or bibliographies the teacher may want to utilize. It is a very comprehensive handbook and well-written as well. The author conveys respect and understanding of African culture and literature.

K
916.69
S44

Nigeria. Leslie Semaan and John Hillian. Victoria, B.C.: VIDEA, 1984. 1 cassette, 59 slides, 1 teacher's guide, 68 sheets.

Gr. 6 - 8

A variety of aspects of Nigeria are surveyed in this kit, including the climate, landforms, economy, history and culture.

950
R68

Rosenfeld, E. and Geller, H. Afro-Asian Culture Studies. Woodbury, New York: Barron's Educational Series, 1979.

Gr. 6 - 8

A major problem with this book is the fact that it is dated. This is most unfortunate because the book makes an attempt to cover notable areas of social interest during the 1970's. As well, the history, culture and geography of each unit is outlined in some detail. The units comprise: 1) The study of man, 2) The Union of Soviet Socialist Republics (USSR), 3) The Middle East and North Africa, 4) Africa - South of the Sahara, 5) China, 6) The Subcontinent of India, Pakistan and Bangladesh, 7) Southeast Asia, and 8) Japan. The quality of writing is quite high and each unit is geared towards a thorough comprehension of the subject due to included summaries, exercises and question (answers provided). Recommended but with supplements to update the information.

AUSTRALIA

K
994
A98

Australia. Chicago, Ill.: Society for Visual Education, Inc., 1982. 2 filmstrips, 2 cassettes, 1 teacher's guide.

Gr. 6 - 8

Presents an overview of Australia, discussing its history, geography, economy and society.

970.41
A43

Alberta Federation of Metis Settlement Association, Daniel and Alda Anderson. The Metis People of Canada: A History. Toronto: Gage, 1978.

Gr. 6 - 7

This is an excellent workbook for students who are interested in learning about the history of the Metis people. The book outlines the birth of the Metis nation as well as the history of the Metis to the present day. The book contains many puzzles, maps, photographs and summaries that will make learning fun. Each chapter is prefaced with a "Reader's Guide" that indicates the important areas to consider while reading. This is an instructive and informative book.

971
C36
v. II

Bondy, Robert. Canada: Windows on the World. Scarborough, Ontario: Prentice-Hall, 1983.

Gr. 7 - High School

The purpose of this handbook is to enable students to develop a global perspective through the examination of a series of relevant world issues: the arms race, the cold war, international human rights, world refugees, South Africa and apartheid, etc. Each of these subjects is viewed from the point of view of Canada's involvement. Aside from being a very up-to-date and relevant book, this information will interest and (hopefully) encourage young students to consider Canada's role in a global context.

917.
127
K65

Knight, Lowry R. Manitoba: A People and a Province. Don Mills, Ont.: Fitzhenry and Whiteside, 1977.

Gr. 7 - 8

This is a very informative and well written text on the history and people of the province of Manitoba. Although most of the charts are now dated (eg. Mineral Production of Manitoba for 1974), the text is useful and the segment on the history of Manitoba is particularly good. Unfortunately the coverage of native Canadians is all too brief, and this is definitely a set-back with the whole text.

Recommended but to be used with supplements on native culture and history.

971.
00497
P38

Patterson, Palmer. Indian Peoples of Canada. Toronto: Grolier, 1982.

Gr. 5 - 6

In five chapters this book briefly outlines the history of the native peoples in North America. Because of the brevity of this book (96 pages), the various Native tribes are dealt with methodically but quickly. The book sticks quite closely to the history of the Native peoples especially after white settlement in the West. The book is illustrated with wonderful historical photographs and contains an excellent learning section at the back comprised of: select biographies, glossary, further readings, and questions for discussion.

372.
83045
C35
v.1

Schemenauer, Elma. Native Canadians: Today and Long Ago. Scarborough, Ontario: Nelson Canada, 1985.

Gr. 4 - 5

This book adopts a totally new approach to educating youngsters about the history, culture and traditions of Native Canadians. Each major tribe is introduced and explained through the use of characters in short stories. This method allows the reader to become involved in the life of the character. The stories are brief, interesting and accompanied by beautiful hand drawn illustrations.

CHINA

K
951
S44

China. Leslie Semaan and Ross Pomeroy. Victoria, B.C.: VIDEA, 1985. 1 teacher's guide, 1 cassette, 57 slides.

Gr. 6 - 8

This kit gives students the opportunity to explore those aspects of Chinese life which have changed in recent years. The extensive history and religion sections allow these new developments to be seen in the light of China's past.

K
951
C51

China: Changing a Nation. Chicago, Ill.: Society for Visual Education, Inc., 1984. 4 filmstrips, 4 cassettes, 1 teacher's guide.

Gr. 6 - 8

This kit takes a look at four aspects of China: its land, people, economy, and history.

EGYPT

K
916.2
M63

Modern Egypt: A Development Perspective. Victoria, B.C.: VIDEA, 1984. 1 cassette, 48 slides, 47 sheets.

Gr. 6 - 8

A study of Egypt today, showing the response of the nation to the new ideas of progress and change.

INDIA

915.44
B37

Barker, Carol. Arjun and his Village in India. Oxford: Oxford University Press, 1979

Gr. 6 - 8

By describing the everyday life of a young boy in a village in India, this book also manages to convey much about India as a country. The illustrations are beautiful (hand drawn) and certainly enhance the reading value of the book. This book manages to convey information in an interesting and appealing manner.

K
915.4
S44

India. Victoria, B.C.: VIDEA, 1984. 1 cassette, 48 slides, 80 sheets.

Gr. 6 - 8

Presents information on India's culture, history, geography and economy.

K
954
I53

India: Tradition and Change. Chicago, Ill.: Society for Visual Education, Inc., 1977. 5 filmstrips, 5 cassettes, 1 teacher's guide.

Gr. 6 - 8

Major geographic regions of India are described. Included is information on resources, industries, cultures, religion and family life.

954
L55

Lindsay, Faidee. India. London: Adam and Charles Black, 1977.

Gr. 5 - 7

This book is illustrated with the drawings of children. Each drawing depicts a symbol of life in India and is accompanied with short descriptions of the significance of the drawing. As a result this picture book contains a lot of information concerning life in India and is communicated in such a way that young people will relate and understand.

954
M33

Madryga, R. and Osborne, D. A Sourcebook of India: A Multicultural Perspective. Vancouver: Western Education Development Group, University of British Colombia, 1986.

Gr. 5 - 12, adult

This beautiful book covers the following areas of Indian culture and life: geography, people, village life, history, religious life, folklore, classical arts and festivals. Each of the ten chapters consist of topics that are covered in two to three pages. Hand drawn sketches accompany the text and add to the information in the text.

JAMAICA

K
917.
292
J34

Jamaica: A Development Perspective. Rasalind Scott. Victoria, B.C.: VIDEA, 1984. 1 cassette, 59 slide films, 69 sheets.

Gr. 6 - 8

The purpose of this kit is to help students develop an understanding of Jamaica as a changing society.

372.
89152
C87

Abbott, S. and Moss, M. A Curriculum Guide to Teaching About Japan. Washoe, Nevada: Washoe County School District, 1985.

Gr. K - 6

One of the goals of this workbook is to acquaint students with the Japanese culture. By examining the history, government, industry, culture and tradition of Japan, this book allows young readers to learn much about the country. The workbook suggests activities for students and teachers as well as providing a comprehensive book and resource bibliography at the back of the book.

915.
2007
I50

In Search of Mutual Understanding: a Classroom Approach to Japan. Bloomington, Indiana: Social Studies Development Centre, 1985.

Gr. 8 - 12

This workbook provides the teacher with a format for the study of Japan in the classroom. Topics covered are: religion, language, geography, society and culture. Each topic is introduced with an overview reading for the teacher. Student activities and handouts are included and discussed at length. The information is accurate and up-to-date but presented for an American classroom. If this bias could be circumvented by the teacher, this book would serve as an excellent educational tool.

952
J32

Jacobsen, Karen. Japan. Chicago: Children's Press, 1982.

Gr. 2 - 4

This is a wonderful book for young readers. The print is large and the topics are simple and consist of Japanese food, education, people, homes, cities, etc. The illustrations consist of colorful and recent photographs.

K
952
J35

Japan: Technology and Tradition. Chicago: Society for Visual Education, 1984. 4 filmstrips, 4 sound cassettes, teacher's manual.

Gr. 6 - 8

This kit explores the topography, climate, people, history and economy of Japan.

952
S38

Japan, Korea, Taiwan. New York: Globe Book Company, 1981.

Gr. 10 - 12

This handbook examines the above three countries in depth from a historical and cultural point of view. Each chapter consists of brief essays combined with case inquiries ; questions and activities are included at the end of each chapter. Unfortunately, the answers to the multiple choice questions are not included, but the questions are very straightforward and directly from the text. The text is accentuated by black and white photographs and excellent charts, maps and graphs. There is also a bibliography and glossary included at the end of the text.

MEXICO

P
372.
8972
M49

Mexico, the Cities. Singer Education: Society for Visual Education, 1968. 8 study prints.

Gr. 3 - 9

These posters provide views of Mexico city, Acapulco, and Guanajuato. Pictures various tourist attractions including the national cathedral, the University of Mexico, the floating gardens (Xochimilco), and the downtown area of Mexico city.

P
372.
8972
M49c

Mexico, the Countryside. Singer Education: Society for Visual Education, 1968. 7 study prints.

Gr. 3 - 9

These posters present a complete view of the Mexican countryside. Pictures include agricultural activity, transportation, buying and selling in a rural marketplace, and symbols of Mexico's past.

NEW ZEALAND

K
993.1
N49

New Zealand. Chicago, Ill.: Society for Visual Education, Inc., 1982. 2 filmstrips, 2 cassettes, 1 teacher's guide.

Gr. 6 - 8

This kit presents an overview of New Zealand, including a discussion of its history, industries, economy and agriculture.

NEW GUINEA

K
995.3
P36

Papua New Guinea. Chicago, Ill.: Society for Visual Education, Inc., 1983. 2 filmstrips, 2 cassettes, 1 teacher's guide.

Gr. 6 - 8

This kit explores the geography, social and living conditions, economy and culture of Papua New Guinea.

PERU

K
372.
89185
L53

Life in Peru. Manitoba Education Media Productions, 1984. 2 filmstrips, 2 cassettes, 1 teacher's guide.

Gr. 2 - 5

This kit gives a general introduction to Peru and discusses the main geographical features, population, languages and government.

K
980
S69

South America: Land of Many Faces. Chicago, Ill.: Society for Visual Education, Inc., 1977. 5 filmstrips, 5 cassettes, 1 teacher's guide.

Gr. 6 - 8

This kit provides information on people, agriculture, everyday life, economic situation, and technology in South America.

K
915.98
E83

Introduction to Indonesia. Gary Evans. Intructional Media, 1978. 2 cassettes, 2 filmstrips, 1 teacher's guide.

Gr. 2 - 5

This kit presents the culture and everyday life of Indonesia.

915.
99046
L62

Lockhart, Saul. The Complete Guide to the Philippines. Hong Kong: CFW Guidebooks, 1981.

Gr. 10 - 12, adult

More than anything else, this is a traveller's guide. The book is dated because it was written before Marcos' regime was terminated. Aside from the coverage of popular tourist spots, churches, museums and shopping centers in and around Manila, the book is valuable because of its coverage of the country's history and culture. However, it should not be utilized without the knowledge that its primary function is for tourism - from that point of view the photos are appealing but the issue of the country's poor remains completely untouched. Recommended, but with caution and supplementation.

K
959.8
M35

The Many Faces of Indonesia. Chicago, Ill.: Society for Visual Education, Inc., 1982. 2 filmstrips, 2 cassettes, 1 teacher's guide.

Gr. 6 - 8

This kit introduces viewers to Indonesia's major islands and cities, outlines climate, environment, agriculture, family life and culture.

915.9 P45 — The Peoples, and Cultures of Cambodia, Laos and Vietnam. Washington, D.C.: Centre for Applied Linguistics, 1981.

Gr. 11 - 12, adult

The purpose of this book is to inform. Each of the above cultures is covered by essays concerning the nation's geography, history, language origins, traditions (with regards to marriage, birth, death, etc.), customs, and religions. By far the most appealing aspect of the book is the fact that it endeavours to explain aspects of these cultures that would otherwise be found to be confusing by North Americans. This is an excellent book in furthering multicultural understanding.

959 S69 — Southeast Asian Exodus: From Tradition to Resettlement. Elliot L. Tepper (ed.), Carleton University, Ottawa: Canadian Asian Studies Association, 1980.

Gr. 11 - 12, adult

The purpose of this book is to outline the peoples and cultures of Indochina and the problems they may face regarding resettlement in Canada. Many topics are covered including: cultural factors affecting the adjustment of southeast Asian refugees, economic adaption of Southeast Asian refugees in Canada and psychiatric problems of immigrants and refugees. This is an excellent book, well written and informative.

915.97 V85 — Thuy, Vuong G. Getting to Know the Vietnamese and Their Culture. New York: Unger, 1976.

Gr. 10 - 12, adult

Written by a Vietnamese-born resident of the United States, this book is an attempt to foresee and address the myriad of problems facing the resettlement of the Vietnamese in North America. By examining in length the values, characteristics and education of the Vietnamese people this book can help to foster an appreciation and respect for the Vietnamese culture.

959.7 V53 Vietnam: A Teacher's Guide. New York: The Asia Society, 1983.

High School

This book instructs its readers on the various historical eras of foreign imperialism in Vietnam. Starting with French colonization of Vietnam, the manual proceeds to cover American involvement and the civil war in Vietnam. Each of the five chapters comes complete with questions that involve further reading into Vietnamese history. Timelines are provided as well as a bibliography that includes books as well as films.

SOVIET UNION

914.7 S69 Goldman, Minton. The Soviet Union and Eastern Europe. Guildford, Connecticut: Duskin, 1986.

Gr. 10 - 12, adult

Dr. Goldman has authored and edited an excellent work on the Soviet Union and East bloc countries. An Associate Professor of Political Science at Northeastern University in Boston, Dr. Goldman has studied and published extensively in this field. The workbook provides maps, statistics and historical reports on both the Soviet Union and the countries of Eastern Europe. Provided in the book is a selection of articles from the world press which present diversified and controversial views regarding the Soviet Union and the East bloc. This is a useful tool for encouraging students to question what they read in the press.

K 914.7 S69 The Soviet Union. Chicago, Ill.: Society for Visual Education, 1984. 4 filmstrips, 4 cassettes, 1 teacher's manual.

Gr. 4 - 8

This kit provides an overview of the Soviet Union, giving students a picture of the people behind the stereotyped images. It also discusses modern problems and challenges facing the U.S.S.R. today.

SRI LANKA

K
915.
493
S75

Sri Lanka. Chicago, Ill.: Society for Visual Education, Inc., 1983. 2 filmstrips, 2 cassettes, 1 teacher's guide.

Gr. 6 - 8

This kit introduces the country's history, climate, geography, ethnic groups, religions, and lifestyles.

379.
156
0973
G83

Guidelines for Selecting Bias-Free Textbooks and Story-Books. New York: Council on Interracial Books for Children, 1980.

Guidelines on issues of bias are as vital to teachers as are guidelines on literary merit, art, paper quality or methodology. This book provides the reader with guidelines on bias in children's storybooks and textbooks. Checklists that can be easily adapted to any book or text are also included. The problems of sexism, handicapism and agesim are thoroughly covered.

809.
89282
S54

Preiswerk, Roy (ed.) The Slant of the Pen: Racism in Children's Books. Geneva: Office of Education, World Council of Churches, 1980.

Children grow up to become racists partly because of the books we give them to read. In western societies, these books are still "saturated" by racism. This was the conclusion of a workshop on racism in children's books organized by the Programme to Combat Racism and the Education Office of the World Council of Churches. The workshop papers in this text deal with issues such as: "Racism in Children's Books From an Afro-American Perspective", "Racism in Children's Books in Britain", and "Images of Indians in German Children's Books". This text is without a doubt, a definitive work on the subject of racism in children's books.

809.
89282
R32
v. 1&2

Racism and Sexism in Children's Books. Interracial Digest Numbers 1 & 2, New York: Council on Interracial Books for Children, 1976, 1978.

The Council on Interracial Books for Children (CIBC) works to promote change in children's literature and educational materials in an effort to counteract racism, sexism and other anti-human values. These two digests contain articles that deal with specific books that contain bias: Doctor Dolittle, Charlie and the Chocolate Factory, Sounder, The Five Chinese Brothers, and more. There is also a guide to sex education books as well as a feminist review of one hundred books.

370. 115 R32 Simms, Richard and Contreras, Gloria. Racism and Sexism: Responding to the Challenge. New York: National Council for Social Studies, 1980.

This bulletin addresses the critical question of what responses the social studies has made to racism and sexism. The text consists of five chapters. Chapter One is entitled "Pluralism: Historical Roots and Contemporary Responses". Chapter One serves as an advanced organizer for the rest of the book which deals with racism and sexism in the social studies to a greater extent.

940. 53150 3924 Z67 Zornberg, Ira. Classroom Strategies for Teaching About the Holocaust. New York: Anti-defamation League of B'nai B'rith, 1983.

Gr. 7 - High School

This is an excellent tool for the teaching of multicultural values. Divided into ten sections, this book deals with many issues that have been ignored for years, such as:
- should Nazis be forgiven for their crimes?
- should nations feel an obligation to prevent crimes against humanity?
Because many of the lessons are designed to encourage students to apply their knowledge to world situations after the Holocaust (eg. Amin's regime in Uganda), this text is excellent for every and any schoolroom. The ten lessons are especially prepared and structured for teachers.

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